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ABSTRACT

Patterns of attrition from teaching depend on a number of social changes outside of, as well as within, education. Changes in women's reproductive and work lives and changes in the general supply and demand for college-educated workers have affected teacher attrition. Surveys conducted between 1965 and 1970 provided data which were analyzed with particular emphasis on differences between men and women and between elementary and secondary teachers. A review of previous studies estimating rates of teacher attrition is presented, and national rates of teacher mobility and attrition from 1965 to 1970 are examined. Consideration is given to the impact of recent social and demographic trends and to their implications for current and future rates of attrition and mobility among teachers. It is concluded that, while the labor market for teaching is depressed because of enrollment declines, there are also few opportunities available outside of education. Tables present information on: (1) distribution of activity of teachers (by gender); (2) distribution by type of teacher; (3) distribution by level; (4) distribution by gender and age; (5) childbearing patterns of female teachers; (6) occupational change by gender and occuption; and (7) percentage distribution of 1970 occupations of persons who left teaching between 1965 and 1970, and who were employed in 1970, by gender. (JD)

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Center For Demography And Ecology
University of Wisconsin-Madison

PROJECTIONS OF TEACHER SUPPLY AND DEMAND: THE ROLE OF OCCUPATIONAL MOBILITY AND ATTRITION

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Projections of Teacher Supply and Demand:

The Role of Occupational Mobility and Attrition

Abstract

Under conditions of declining or stable enrollment the demand for new teachers depends almost entirely on levels of permanent and temporary attrition from teaching. In this paper we argue that patterns of attrition from teaching depend on a number of social changes outside of education as well as within education. In particular, changes in women's reproductive and work lives and changes in the general supply and demand for college-educated workers affect teacher attrition.

There is virtually no useful information on teacher attrition or mobility. The only data that we could locate refer to the 1965-1970 period. These data are analyzed with particular emphasis on differences between men and women, and between elementary and secondary teachers. These data refer to a period of growth in the aggregate number of teachers.

We argue that if projections of the demand for new teachers are to be taken seriously, there is a pressing need for national surveys of the career patterns of persons in the teaching profession.

September 1982

The NCES projections for 1979-88 show a demand for 1.48 million new teachers resulting from:

Enrollment Change	-.16 million
Change in Ratio of Students to Teachers	+.20 million
Turnover	+1.44 million
TOTAL	1.48 million

These projections indicate that virtually all of both the recent and the future demand for new teachers results from turnover. Further decreases in the ratio of students to teachers will be offset by enrollment declines. Therefore it seems critical to examine factors affecting processes of teacher turnover.

In this paper, we first review previous studies estimating rates of teacher attrition, and then examine national rates of teacher mobility and attrition from 1965 to 1970, paying particular attention to underlying causes and patterns of sex differences. Consideration is also given to the impact of recent social and demographic trends, and their implications for current and future rates of attrition and mobility among teachers.

Estimates of Teacher Attrition

In searching the literature, we found few studies of teachers' careers that would provide a basis for estimation of turnover. In 1968-69 the NCES conducted a sample survey of principals who were asked about the number of teachers who left their schools during the preceding year. At that time, the aggregate annual separation rate was 15 percent, of whom 6 percent were known to have taught in another district after separation, 7 percent were known to have not taught in another district, and 3 percent had unknown teaching status. The 7 percent who were known to be no longer

teaching were distributed as follows:

Changed to nonteaching job in education	0.7
Changed to job outside education	1.3
Left for marriage, pregnancy or family reasons	1.0
Leave of absence	1.2
Retired	1.7
Other*	0.8
Total	6.7%

From this study and earlier research conducted by the NCES and the NEA, a total annual turnover assumption of 8 percent was adopted for use in NCES projections of teacher demand. (Evidently, a share of the three percent whose teaching status was unknown was added to the 6.6 percent known not to be teaching.) Whether this turnover estimate was accurate enough to provide a base for projections is hard to assess. We know nothing of the quality of the responses of principals to this sort of survey. The principals may or may not provide complete coverage of all turnover, and they may or may not have reliable information on the activities of departed teachers. Clearly, a more adequate methodology would be to survey a sample of teachers about their own employment experience.

In a set of projections published in 1977, the NCES continued to utilize a turnover assumption of 8 percent, but in 1978, argued that this

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*One might assume that "other" includes deaths and long-term disability. What else it includes is not clear. Long-term recoverable illness may be included under "leaves of absences."

figure should be revised down to 6 percent in view of changing social and economic conditions (Frankel and Hanson, 1977). Specifically, they argued that an 8 percent turnover rate was too high because:

1) In a tight job market, in general, fewer teachers will quit teaching to go to other fields, because there are few attractive jobs elsewhere.
2) In a tight market in teaching, fewer teachers will leave temporarily (presumably for childrearing) because they will have great difficulty returning.
3) The age structure is young, thereby reducing the fraction of teachers leaving because of retirement or death.

The only direct survey of teachers we found was the 1975-1976 National Survey of Public School Teachers, conducted by the National Education Association. Teachers were asked only limited questions about their employment careers. They were asked about their future plans:

"How long do you plan to remain in teaching?

__1. Until eligible for "early" retirement
__2. Until 'normal' retirement age
__3. Until 'required' retirement age
__4. Will probably continue until someting better comes along
__5. Definitely plan to leave teaching as soon as I can
__6. Undecided"

Ten percent responded that they will probably continue to teach until something better comes along. Five percent planned to leave teaching as soon as possible, and 26 percent were undecided as to whether or not they would continue teaching until retirement. Men were more likely to say

that they will teach until something better comes along. Women were much more likely to report that they were undecided as to their plans. Younger teachers were more likely than older teachers to report that they will teach until something better comes along, and that they are undecided with respect to teaching plans.

In the same survey teachers were asked their expectations for next year.

87%	teach in the school system
4%	teach elsewhere
1%	attend school full-time
2%	work in non-teaching occupation
2%	homemaking/childrearing
1%	unemployed
2%	retired
1%	other
100%	Total

Nine percent of all teachers did not plan to be teaching next year. Men were more likely than women to plan to continue teaching - 94 percent vs. 90 percent. These data on plans are consistent with a fairly high level of annual turnover.

Notice that the set of categories used here and the categories used in the principals' study discussed above include some attrition from teaching that is likely to be permanent (retirement and work in another occupation) and others that will more likely be temporary (attend school full-time, homemaking, childrearing, and unemployment). This underscores

the point that demand for "new" teachers, in the sense of demand for new graduates of teacher training institutions, is related to both attrition from the pool of active teachers and the reentry of teachers who have left temporarily.

One way to evaluate the validity of the assumptions underlying a set of projections is to compare what actually happened with what was projected to happen some years earlier. Unfortunately, as far as we can tell, the NCES has never attempted to do this. The necessary data do not appear to be available. The information needed would include the total number of new hires of teachers, preferably classified into at least three subgroups: newly graduated teachers, teachers who taught last year in another district, and experienced teachers who did not teach last year. Some convention would have to be adopted for dealing with teachers returning from leaves of absence and those who worked in the education field, but were not classroom teachers last year.

Before we turn to an examination of teacher mobility from 1965 to 1970, some observations about the composition of the teacher workforce are in order. In thinking about the processes of occupational mobility and attrition among teachers, it is important to keep in mind that teaching is a predominantly female occupation. About two-thirds of all school teachers are women. The fraction is quite different for elementary and secondary teachers. In 1979, 85 percent of elementary teachers and 50 percent of secondary teachers were women. This differs only slightly from the 85 and 47 percent found in 1971. Thirty-six percent of the school administrators were women in 1979, up some from the 29 percent in 1971 (see Sweet and Jacobsen, 1982).

In addition, teachers constitute a sizable share of the college-educated work force, particularly among women. According to the 1970 Census, there were about 2.5 million school teachers in the United States. The total employed labor force was 77.6 million. Hence, teachers constitute about 3.5 percent of the total work force. The total number of college-educated persons in the labor force was over 10 million--nearly 7 million men and over 3 million women. Of that number, 12 percent of the men and 50 percent of the women were school teachers.

Therefore, as teachers comprise a sizeable, important, occupational group, their patterns of mobility and attrition are of interest to more than just educators concerned with projecting future supply and demand. Conversely, educators who seek to understand and project rates of mobility and attrition among teachers must keep the composition of this group in mind, as this directly affects or mediates important social and economic changes. In particular, since so many teachers are women, social changes which have operated to decrease fertility and increase female labor force participation and continuity may have a dramatic effect on the teacher work force (see Sweet and Jacobsen, 1982 for more detailed elaboration of this point). The demand for college-educated workers, particularly women, in areas other than education will also affect the market for school teachers.

Occupational Mobility and Attrition: 1965-1970

In view of the recency of enrollment declines, it would clearly be preferable to examine more timely data on teachers' employment careers. However, as we noted earlier, such data do not exist. Moreover, it is valuable to study the 1965-1979 period both as an illustration of the kind of research needed, and as a baseline for comparison with future studies.

Introduction

During the 1970s there were substantial declines in the level of enrollment in public schools. There were 51.3 million persons enrolled in elementary and secondary schools in 1970, but by 1979 this number had fallen to 46.7 million. Projections indicate a further decline to a low of 43.6 million by 1984. This represents a decrease of about 15 percent in the number of children in public schools. Over this same period, the number of teachers continued to increase, from 2.29 million in 1970 to 2.44 million in 1979 (Frankel and Gerald, 1980). The decline in enrollment, together with the sustained growth in the number of teachers, has prompted concern about the future employment prospects for teachers (Ream, 1977; Metz, 1979; Frankel and Gerald, 1980).

The demand for new teachers depends on three factors: 1) The number of students to be taught; 2) the teacher-intensity with which they are taught (i.e., the ratio of students to teachers); and 3) the rate at which teachers are leaving and re-entering the teacher pool. Although much attention has been focused on the first of these factors in the projection of enrollment levels (Alspaugh, 1981; Edmonston and Knapp, 1979; Davis and Lewis, 1978; Fishlow, 1978), considerably less attention has been paid to the third factor, rates of teacher mobility and attrition (Sweet and Jacobsen, 1982).

Several studies have analyzed factors contributing to teacher turnover, but these studies have focused on one school district only (Greenberg and McCall, 1974; Murnane, 1981; Dworkin, 1980). Metz and Fleischman (1974) estimate turnover rates for a national sample, but the information regarding quits was gathered from principals rather than teachers, and captures experience for one year only. Finally, Ream (1977) asks teachers about the number of breaks they've taken from teaching since their first full-time job, but information about the reason for quitting is obtained only for the most recent break, and there is no information about other types of employment experience during these breaks. In addition, since the sample is comprised of currently employed teachers only, the experience of those teachers who have left teaching either temporarily or permanently is missed entirely.

Three trends contributed to a rise in the number of teachers, and in the demand and opportunities for newly trained teachers, during the boom years of the 1960s. These were increasing numbers of school age children, increased rates of enrollment among five and six, and fourteen to seventeen year old children, and a decline in the student-teacher ratio. During the 1970s, however, the number of school-age children dropped and enrollment rates ceased to increase, but the ratio of students to teachers continued to decline. This resulted in a continued, although slower, rise in the number of teachers through the 1970s. According to Frankel and Gerald (1980), there was a demand for 1.81 million new teachers between 1965 and 1978. This was attributable to:

Enrollment Change	-.12 million
Change in Ratio of Students to Teachers	.42 million
Turnover	1.51 million
TOTAL	1.81 million

In the 1970 United States Census (but not in earlier or later censuses) a question was asked with respect to the individual's occupation in 1965. Hence, we can identify persons who were teachers five years ago, and examine the probability that they remained teachers in 1970. For those who are no longer teachers, we can determine whether they were in the work force, and what their occupation was in 1970. We do not, however, know whether a person who was teaching in both 1965 and 1970 was teaching continuously during the interval. One source of attrition is not covered in these data - death. A person who was teaching in 1965 but who had died by 1970 would, of course, not have been enumerated in the 1970 Census. (See the Appendix for a discussion of how teachers are identified in the 1970 census occupational classification.)

For the entire sample of some 30,000 persons who were teachers in 1965, 70 percent were still teaching in 1970. The fraction of men continuing to teach was higher than that of women--77 percent versus 67 percent (Table 1). The current activities of men and women who are no longer teaching are quite different. Four percent of the men and 9 percent of the women retired* by 1970. In addition to those who had retired, 17 percent of females and 2 percent of males who were teachers in 1965 were not employed in 1970. For all teachers this fraction is 12 percent. Men were more likely than women to have left teaching for other occupations. Seventeen percent of the men and 7 percent of the women left the teaching profession. The figure for all teachers was 10 percent.

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*We define retirement as being over age 55 in 1965 and not teaching in 1970. There are two categories of retirees--those who were not employed at all and those who were employed outside of teaching. In the tables in this paper we do not make this distinction.

Persons who were elementary school teachers were slightly less likely than secondary teachers to continue to teach--69 versus 72 percent (Table 2). This difference is due mostly to the heavy concentration of women in elementary education. There is no difference in continuity between women in elementary or secondary education (Table 3). However, men in elementary education are less likely to continue teaching than men in secondary education. The rate of continuation in teaching is lower for kindergarten and nursery school teachers (64 percent). Guidance counselors have higher continuity (81 percent) than teachers, and the continuity of principals and administrators is also high (78 percent).

Continuity varies by age and sex. Younger teachers of both sexes have lower continuity than older teachers. This is especially true of women. Among women teachers who were under age 25 in 1965, 49 percent were continuing to teach in 1970 (Table 4). Sixty-five percent of those aged 25-34 were continuing to teach. The corresponding figures for men were 68 percent at ages under 25 and 77 percent at ages 25-34. For both men and women, continuity was between 80 and 85 percent at ages 35-44 and 45-54. Forty-one percent of the female teachers under age 25, and 26 percent of the 25-34 year old female teachers were not employed at all five years later.

The major reason for the high level of exit from the labor force was childbearing and childrearing. We can divide female teachers into those who bore a child between 1965 and 1970, and those who did not.* Between 1965 and 1970, 19 percent of all female teachers (excluding those who retired between 1965 and 1970) bore at least one child. This fraction

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*Using information on presence of own children under 5 living in the household.

varies by age. Fifty-two percent of female teachers under age 25 (in 1965) bore a child in the period 1965-1970; 33 percent of those aged 25-34 and 4 percent of those 35-44. The younger women who bore a child were more likely to leave the work force than the older women (data not shown).

The activity of female teachers in 1970 varies greatly by whether or not they had a child during the preceding five years. About three-fifths of all women who had a baby between 1965 and 1970 were not employed in 1970 (Table 5). This compares with less than one-tenth for those who did not have a baby. There was very little difference in the fraction who were employed outside of teaching. Thus, about three-tenths of those who had a baby, and over eight-tenths of those who did not, were continuing to teach. Rates of continuity in teaching are about the same for women who did not bear a child as for men of similar age.

There were large differences between black and white teachers. A slightly lower fraction of black female teachers had a child in the preceding five years--17 percent versus 19 percent. However, a very large share of black teachers who bore a child continued to teach. Three-quarters were teaching in comparison to 29 percent for white teachers. Only 15 percent of black teachers with children under five were not employed in comparison to 64 percent of white teachers. In fact, there is little difference in rates of continuation between black women who had children and those who did not--75 versus 85 percent.

Fifty-five percent of the women and 54 percent of the men who were age 55 and over in 1965 were continuing to teach in 1970 (refer back to Table 4). Nine percent of the women who retired from teaching in the past 5 years were working at other jobs. Twenty-eight percent of the men who

retired were working at other jobs.

There are three primary patterns of mobility within education evident in this time period (see Table 6):

1) There is considerable mobility from elementary to secondary education, but little from secondary to elementary. More than a third of the male elementary teachers were in secondary positions five years later (Table 6). Over a tenth of the female elementary teachers moved into secondary education. Only 2 percent of the male and 6 percent of the female secondary teachers moved to elementary positions.

2) Only half of the male elementary teachers who remained in education continued as elementary teachers five years later. Eighty-four percent of the female elementary teachers and 91 percent of the secondary teachers of each sex remained in the same level of education.

3) Men were much more likely to move into administrative positions than women. Only 1 percent of the women elementary and secondary teachers became administrators over the five year period. Nine percent of the men in elementary teaching and 4 percent of the men in secondary education moved into administrative positions. Men were also somewhat more likely to move into guidance positions.

When persons leave teaching for other occupations, where do they go? The modal 1970 occupational category of both men and women who left teaching between 1965 and 1970 was "profession, other than teacher" (see Table 7). Fifty-five percent of the men and 46 percent of the women were in other professions. There were wide differences by sex in the remaining occupations. Women tended to move into clerical occupations (26 percent) and service occupations (11 percent). Men tended to move into managerial positions (19 percent) and into sales (8 percent).

What annual rate of exit from teaching is implied by our estimate of 77 percent continuity over five years, and how does this compare to the NCES estimate? If 6.8 percent of all teachers permanently left teaching each year, 70 percent would remain after five years. This is remarkably similar to the attrition rate used in NCES projections. However, it must be remembered that our rate does not include attrition by death, nor does it allow for reentry over the five-year period. With the age distribution of teachers in 1965, death might produce attrition of about 1 percent per year. However, the rate of reentry of persons who left teaching is unknown. Our results seem generally consistent with an attrition assumption of between 8 and 10 percent per year during the last half of the 1960s.

Recent Social and Demographic Trends: Implications for Attrition

The period for which we have been able to analyze patterns of mobility was one of very rapid growth in the number of teachers. In 1965, there were 1.93 million teachers; by 1970 the number had increased by 18 percent to 2.29 million (Simon and Frankel, 1975). The peak year for aggregate elementary and secondary school enrollment was 1970, and since then there has been a decrease in aggregate enrollment. However, the total number of teachers continued to rise (at a slower rate) through the late 1970s, because of a continued decrease in the ratio of students to teachers.

There are a number of general social and demographic trends which may have changed the rate of attrition from teaching since 1970. Some work in the direction of increasing attrition, while others would tend to reduce it. There are at least five social and/or demographic trends which have probably reduced rates of teacher mobility and attrition:

1. Although fertility rates began to decline in the early 1960s, they are much lower now than they were in the period from 1965-1970. There are undoubtedly fewer teachers having babies per year now than in the past. Since our data show that attrition from teaching into a not-in-the-labor force status was strongly associated with childbearing, it seems reasonable that attrition from this source has decreased since 1970.

2. There is greater continuity of employment following childbirth than in the past. American women are less likely to leave the labor force following childbearing, and those who leave are likely to leave for a shorter period of time (see Bumpass and Sweet, 1979; Sweet and Lowe, 1974). This is in part due to an increased desire of women to remain at work. It is also affected by institutional change. Federal law prohibits employers from dismissing employees when they become pregnant. Pregnancy must be treated as a temporary disability, and when a woman is medically able to resume work, she must be permitted to return. In addition, negotiated labor contracts often provide for maternity, or more accurately, childrearing leave, with a guaranteed right to return to the same position. Therefore, even those teachers who do have babies may be less likely to leave their teaching positions than they were in the past.

3. With fewer teachers entering teaching each year, the age structure of teachers is getting older. The teacher work force is still heavily concentrated in the young, reproductive ages. In the next decade or so, however, the age structure may shift dramatically toward the older ages, depending on patterns of attrition from teaching of young persons. At the present time, the age structure of the teacher work force is such that very few teachers are approaching retirement age. The tremendous

increase in the number of students and teachers in the 1950s and 1960s means that there will be few teachers reaching retirement age until the 1990s. Even if early retirement provisions are negotiated and widely used, this would affect the attrition process only marginally in the short run.

4. An additional source of attrition from teaching is the "promotion" into administrative positions, particularly among male teachers. One would expect that this process has also slowed. With enrollment declines and the current age structure of school administrators, there is probably less of this form of attrition from teaching now than in 1970.

5. During the 1970s, the economic position of young workers in general has deteriorated greatly. One major factor in this deterioration has been the glut of young workers on the market due to the coming of age of the baby boom cohorts. The growth in number of teachers entering the labor market has been particularly great among college-educated workers because of the educational upgrading that has occurred. Between 1970 and 1978, the total number of persons aged 25 to 34 increased by 35 percent, from 24 to 33 million. The labor force aged 25 to 34 increased by 51 percent, from 17 to 26 million. The number of 25-34 year olds with a college degree rose by 111 percent. Because of increased rates of employment of college-educated women, the 25-34 year old labor force with a college degree rose by 129 percent.

Thus, while the labor market for teaching is depressed because of enrollment declines, there are also few opportunities available outside of education, and record numbers of other persons competing for them. Teachers, who may in the past may have been willing to give up a teaching

position to try some other work or to devote full time to childrearing, may be unwilling to do so because of the difficulty of reentering teaching.

There are also at least two factors which have probably operated to increase rates of mobility and attrition:

1. During the 1970s a new form of teacher attrition has come on the scene. Layoffs, euphemistically referred to as "reductions in force" have become very common, particularly in areas of population stagnation and decline (especially in large central cities of the Northeast and Great Lakes regions). This should have increased the rate of attrition of younger teachers with low seniority.

2. Our data suggest that male teachers are more likely than women to leave teaching for occupations outside of education. If barriers to entry of women into other occupations are reduced, women's rate of exit from teaching into other occupations may increase to a level comparable to that of men.

Discussion and Conclusion

It is surprising that so little is known about the mobility and career patterns of school teachers. It is regrettable that so much of what is known, including the findings reported in this paper, is so outdated. Teaching is a profession that has been profoundly affected by changes occurring outside of the education "industry"--the baby boom and bust, as well as changes in the life cycle and work experience of women in general. Although our estimates of turnover for the five-year period from 1965 to 1970 are not too far from those found by the NCES in 1969, we have outlined a variety of reasons why the assumption of a 6 percent turnover rate may not still be accurate for the present (and future) period.

Moreover, because of changes in the age structure and declines in enrollment, the demand for teachers in the near future depends almost entirely on turnover or attrition. Therefore, if adequate and accurate projections of future teacher supply and demand are to be made, more attention must be paid to assessing career or mobility patterns among teachers.

While this study provides a baseline exploration of attrition patterns among teachers in the late 1960s and suggests the ways in which recent social and demographic trends may have changed these patterns, there is no way of assessing the accuracy of projections until more recent and thorough data are collected. Hopefully, high priority will soon be given to routinely surveying teachers directly about their career experiences.

Table 1. Distribution of Activity in 1970 of Persons Who Were Teachers in 1965, by Sex

Activity in 1970	Men	Women	Total
Not Employed	2.3	17.0	12.4
Teaching	76.6	67.2	70.2
Employed-Not Teaching	16.6	7.0	10.0
Retired	4.4	8.8	7.4
Total	100.0	100.0	100.0

Table 2. Distribution of Activity in 1970 of Persons Who Were Teachers in 1965, by Type of Teacher in 1965

Activity in 1970	Elementary	Kindergarten Nursery	Secondary	Guidance	Administrative	Total
Not Employed	14.1	22.0	10.3	2.2	2.2	12.4
Teaching	68.5	63.8	72.3	81.3	78.3	70.2
Employed - Not Teaching	9.1	9.3	12.2	11.9	10.4	10.0
Retired	8.4	4.8	5.1	4.6	9.1	7.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 3. Distribution of Activity in 1970 of Men and Women Who Were Teachers in 1965, by Level

Activity in 1970	Elementary	Secondary
	MEN	
Not Employed	2.9	2.4
Teaching	74.5	77.5
Employed - Not Teaching	18.4	16.5
Retired	4.2	3.5
Total	100.0	100.0
	WOMEN	
Not Employed	16.8	18.8
Teaching	67.0	66.8
Employed - Not Teaching	6.8	77.6
Retired	9.4	6.8
Total	100.0	100.0

Table 4. Distribution of Activity in 1970 of Persons Who Were Teachers in 1965, by Sex and Age

Activity	Age in 1965 < 25	25-34	35-44	45-54	55+	Total
			MALE			
Not Employed	5.8	2.4	1.7	2.1	----	2.3
Teaching	68.1	77.4	83.1	85.6	53.4	76.6
Employed - Not Teaching	26.1	20.2	15.2	12.3	----	16.6
Retired	----	----	----	----	46.5	4.4
Total	100.0	100.0	100.0	100.0	100.0	100.0.
			FEMALE			
Not Employed	41.1	25.9	11.2	9.7	----	17.0
Teaching	49.3	64.8	79.8	83.3	55.4	67.2
Employed - Not Teaching	9.6	9.3	9.1	7.0	----	7.0
Retired	----	----	----	----	44.6	8.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 5. Activity in 1970 of Female Teachers in 1965, by whether or not Child was Born Between 1965 and 1970, by Race.
(Excludes teachers who retired between 1965 and 1970)

Activity in 1970	Total		White		Black	
	Had a Child 1965-70	No Child 1965-70	Had a Child 1965-70	No Child 1965-70	Had a Child 1965-70	No Child 1965-70
Not Employed	60.2	9.0	64.4	9.4	14.9	6.0
Teacher	33.2	83.0	29.4	82.8	75.4	85.1
Employed - Not Teacher	6.6	8.0	6.1	7.9	9.8	8.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 6. Occupational Change for Persons Remaining in Education: 1965-70, by Sex and 1965 Occupation

Occupation in 1970	Elementary Teacher		Secondary Teacher	
	Men	Women	Men	Women
Elementary Teacher	50.7	83.7	2.1	6.3
Kindergarten/Nursery School Teacher	0.1	2.6	0.0	0.3
Secondary Teacher	37.3	11.6	90.8	90.7
Guidance	2.9	0.8	2.8	1.6
Principal/ Administration	9.0	1.3	4.3	1.1
Total	100.0	100.0	100.0	100.0

Table 7. Percentage Distribution of 1970 Occupations of Persons Who Left Teaching Between 1965 and 1970, and Who Were Employed in 1970, by Sex

	Men	Women
Professional	54.9	46.3
Managerial	19.1	7.2
Sales	8.1	5.1
Clerical	6.8	25.8
Crafts	3.9	0.6
Operative	2.1	3.1
Laborer	2.6	0.9
Service	2.4	11.0
Total	100.0	100.0

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